

## **Eyes Wide Open...Relationship Awareness**

### **Reviewer Comments**

#### **Reviewer 1 Comments:**

- Guideline 1
  - While healthy sexuality is not explicitly discussed or addressed in the lesson or any of the activities, there is awareness that discussions about teen dating violence may intersect with discussions about healthy/unhealthy relationships characteristics, and the Special Notes for Facilitators document discusses this. Students are asked to define characteristics of healthy and unhealthy relationships and much time is spent reinforcing these characteristics in follow-up discussion. The curriculum contains instances of social justice statements, such as tolerance for people of different races/ethnicities, sexual orientations and religions. This basis is good, but I would recommend discussion about these topics and how they relate to individuals' and communities' experience of violence to be development more fully.
- Guideline 2
  - The primary level of the social ecology addressed is the individual level, promoting enhanced knowledge and understanding of healthy relationships and how to recognize potentially dangerous situations. The activities (excluding one, the PB and J sandwich activity, which focuses on explicit and clear communication) are demonstrative of the cycle of abuse and how to recognize it – individual level skills. The Teen Dating Violence Awareness Month proclamations are a great start for promoting supportive community culture around dating violence prevention. Activities at the community and relationship-level levels should be expanded. Risk and protective factors are addressed effectively through the Power and Control/Equality wheels. The curriculum is implemented in schools, but could be appropriate for other settings, such as youth-serving organizations.
- Guideline 3 and 4
  - Although the skill-building activities are mainly at the individual level and promote awareness of unhealthy relationships and how the cycle of abuse begins, they are interactive and effective at getting the message across. Probably due to an inability to get into the schools on an extended basis, there are only two to three sessions of limited time each. Ideally, more skill-based topics should be covered (i.e. more communication skills, conflict resolution, bystander intervention) and number and duration of sessions expanded.
- Guideline 5

- Good theoretical foundation of risk and protective factors on the four levels of the social ecology as included in the research section, but many of these factors are not addressed in the lessons. It is recommended that the curriculum also incorporate discussion and practice of skills around some of these important risk and protective factors – i.e. the role of peer influence, how economic and social disenfranchisement play into violence, cultural norms about gender, the media, etc.
- Guideline 6
  - Curriculum appears to be developmentally appropriate for the target audience (grades 8-12)
- Guideline 7
  - As mentioned, the curriculum recognizes the importance of social and demographic factors in violence prevention, but the lessons could be tailored to allow participants to drive more of the direction of discussion and activities to reflect their own realities and experience of violence, as opposed to the facilitator.
- Guideline 8
  - Process evaluation measures are not specifically mentioned in the binder provided. Some outcome measures exist to measure knowledge and beliefs on the post-program survey, but they are rather cursory and lack nuance and depth. There is one question with a couple of scenarios asking if the relationship described is healthy or unhealthy. This is a good evaluation technique and could be expanded upon. A pre-test is also recommended to track the changes in knowledge, beliefs, and attitudes.
- Guideline 9
  - The facilitator's guide is generally helpful. It could be improved by including more interactive scenarios to address relationship-level skill building to prevent dating violence (i.e. communication, healthy conflict resolution and bystander intervention).

### Reviewer 2 Comments:

- There seemed to be an emphasis on awareness/risk reduction rather than primary prevention and promotion of protective/healthy behaviors. Also, it seemed like really short exposure to the audience. Will there be an impact with one 3 hour program? There wasn't much opportunity to practice new skills if new skills were even taught. I thought it was good that the technology presentation proceeded to EWO curriculum. Also, teacher instruction seemed strong overall.

### Reviewer 3 Comments:

- The Eyes Wide Open program has excellent materials about domestic violence and how to understand what a victim is going through. I see this as a secondary and even tertiary

prevention curriculum. They include two creative, wonderful interactive ways to explain the cycle of violence – excellent tertiary prevention.

- The closest information about primary prevention came where they discussed setting boundaries early on in relationships and how someone is more apt to have numerous boundaries in their family relationship because the family member is less likely to end the relationship. Whereas in a dating relationship, often times boundaries aren't set until after an incident has occurred which is too late or more awkward or will result in the end of the relationship after time has been invested.
- I see this curriculum as more secondary prevention and tertiary prevention. I do not see this as primary prevention.
- For the evaluation piece:
  - They do not do pre and post tests, but they do distribute an evaluation form to students asking them to identify 3 statements as either healthy or unhealthy relationships.
  - They also ask students to give a comment, suggestion or share something they learned from the presentation.
  - Also list 8 questions for the students to rank and then one question they ask if students would be able to recognize an abusive relationship which would again go towards secondary prevention.
- The curriculum materials include sample proclamations posters/flyers and ideas to be used as part of the Teen Dating Violence month in February.
- If a primary, secondary and tertiary sections here on the IDOE website would be helpful.